

## Nevadans donate gold to MPAEA ... then take some home

Nevadans were front-and-center at the Mountain Plains Adult Education Association conference held in Tempe in April. At least 49 adult educators representing many programs from throughout the state attended.

The Zutters swept the awards ceremony, taking home the top awards for the state and the region.

Presenters included Teri Zutter and Angela Andrade from WNC, Kim Forney from JOIN and the Humboldt County School District, and Gail Hettich and Joy Zimmerman from TMCC. Joy was especially pleased to “enroll” 12 new schools as part of her GED persistence study.



*Kim Forney, with son Michael*

Kim solicited donations from local mining companies and provided two huge bid items for the regular MPAEA silent auction, including nearly an ounce of gold splatter from Newmont Mining; Teri donated superlative geode bookends, as well.

MPAEA began its new year at the end of the conference. Brad Deeds (TMCC, [bdeeds@tmcc.edu](mailto:bdeeds@tmcc.edu), 775/829-9052) will serve as president-elect. Nevada will also be represented on the Board by Kathleen Jameson (Lyon County School District, [kjameson@lyon.k12.nv.us](mailto:kjameson@lyon.k12.nv.us), 775/575-3409) and Gordon Harmes (Clark County School District, [gharmes@interact.ccsd.net](mailto:gharmes@interact.ccsd.net), 702/799-8650 Ext 321).

Plans are already underway for MPAEA to co-sponsor an even bigger and better conference with the Commission on Adult Basic Education (COABE) in San Francisco on April 17-20, 2011.

NAE is an affiliate of the Mountain Plains Adult Education Association. To stay plugged in to the professional development opportunities and services of both organizations:

- √ Join or renew your membership to NAE: [www.nvadulthood.org](http://www.nvadulthood.org) (current membership expires 6/30/10).
- √ To join MPAEA, visit [www.mpaea.org](http://www.mpaea.org) (“regular” 2010 conference registration included complimentary membership for 2010-11).

The ancient Greek definition of happiness was the full use of your powers along lines of excellence.  
—John F. Kennedy, 1917-1963



*Ken Zutter, Nevada Award of Excellence  
Teri Zutter, Region Award of Merit*



*GBC/Winnemucca contingent takes a break:  
Sally Schumacher, Pat Meldrum, Charlie Engstrom, and Abby Penny*

# NV launches online professional development resource bank

An outgrowth of the new Professional Development Self-assessment for Teachers in AEFLA-funded Programs, the Nevada Adult Education Professional Development Resource Bank contains links to hundreds of resources. It is available to all adult educators, no matter where they work, at <http://www.literacynet.org/nevada/nvrb/>.

The Bank is organized into ten categories:

- [Working with the Adult Learner](#)
- [Understanding the Adult Education System](#)
- [Assessing and Monitoring Progress](#)
- [Planning and Organizing for Instruction](#)
- [Delivering Instruction](#)
- [Facilitating Adult Learning in the Subject/Content Areas ABE](#)
- [Facilitating Adult Learning in the Subject/Content Areas ESL](#)
- [Facilitating Family Literacy Instruction](#)
- [Using Equipment and Technology](#)
- [Developing as a Professional](#)

A huge "thank you" to Jane Miller and the Colorado Department of Adult Education for sharing their work and providing the framework for this project!



Each category is further divided into specific skill descriptors. For example, "Delivering Instruction" includes:

[6.1](#) I create a comfortable and non-threatening learning environment to engage all learners.

[6.2](#) I am familiar with the cultural values and beliefs of my learners. During instruction I encourage learners to be sensitive to other cultures.

[6.3](#) I integrate work, family, and community-related themes and materials into instruction to equip learners for real life activities.

[6.4](#) I integrate all communication skills (listening, speaking, reading, and writing) into instruction.

[6.5](#) I utilize a variety of teaching strategies, learning activities, and materials to accommodate various learning styles.

[6.6](#) I utilize a variety of learning grouping strategies (pairs, small groups, teams) to facilitate classroom instruction and promote student interaction.

[6.7](#) I assist students in becoming independent and lifelong learners by teaching problem solving and critical thinking skills.

[6.8](#) I use a variety of questioning techniques to check for comprehension, facilitate discussion, and clarify student thinking.

[6.9](#) I use a variety of appropriate and productive techniques for providing error correction (both oral and written).

[6.10](#) My instruction supports learners with learning difficulties, learning differences, and learning disabilities.

[6.11](#) I adjust the content and pace of my lesson according to learners' verbal and non-verbal responses.

[6.12](#) I effectively manage a multi-level or multi-subject classroom.

Each link goes to a page containing links to coursework, trainings, and resources for self or independent study.

For more information, contact Sharyn Yanoshak, [saylv@cox.net](mailto:saylv@cox.net).

## Add four Cs to the three Rs

The results of a new survey by the American Management Association (AMA) and the Partnership for 21<sup>st</sup> Century Skills were released in April, validating much of the conventional wisdom in adult basic education: the new workplace requires more from its employees than proficiency in reading, writing, and arithmetic, traditionally the entry-level threshold to the job market.

According to the press release from the [Partnership for 21st Century Skills Web site \(www.p21.org/\)](http://www.p21.org/), "As the U.S. economy begins to show signs of improvement, executives say they need a workforce fully equipped with skills beyond just the basics of reading, writing, and arithmetic (the three Rs) in order to grow their businesses. Skills such as critical thinking and problem solving, communication, collaboration, and creativity and innovation (the four Cs) will become even more important to organizations in the future, according to the new survey."

# NAE News



Dues are due!

Current membership expires 6/30/10. To renew or join for 2010-11, pay online at [www.nvadulthood.org](http://www.nvadulthood.org) or send \$35 to:

NAE Treasurer Linda Bogle, [lbogle@washoe.k12.nv.us](mailto:lbogle@washoe.k12.nv.us)  
2800 Severn Drive, Reno, NV 89503

## Top jobs in Nevada

Elsa Ozuna-Richards, owner of Career Choices in Reno ([www.career-choices.com](http://www.career-choices.com)), recently shared new information about the outlook for jobs in Nevada. According to writer Patty English on [www.hubpages.com/hub/Nevada\\_Jobs](http://www.hubpages.com/hub/Nevada_Jobs), “The fastest growing jobs in Nevada are generally in the industries of information technology (IT), healthcare, education, and entertainment, with additional top jobs in collections, social and human services, and translation/interpretation.”

	Occupation	Employment		Percent Change
		2004	2014	
1	Network systems and data communication analysis	1,180	2,290	93%
2	Choreographers	120	220	89%
3	Medical transcriptionists	720	1,370	89%
4	Computer software engineers, applications	1,150	2,150	88%
5	Computer software engineers, systems software	750	1,360	81%
6	Personal and home care aides	1,820	3,240	78%
7	Home Health aides	2,510	4,460	77%
8	Self-enrichment education teachers	1,910	3,370	76%
9	Social and human service assistants	720	1,270	76%
10	Bill and account collectors	4,500	7,790	73%
11	Physician assistants	540	920	72%
12	Network and computer systems administrators	800	1,370	71%
13	Music directors and composers	140	240	71%
14	Medical assistants	2,790	4,730	70%
15	Database administrators	260	440	70%
16	Interpreters and translators	150	260	69%
17	Dental assistants	1,870	3,150	69%
18	Dental hygienists	1,310	2,210	69%
19	Clergy	670	1,130	68%
20	Adult literacy, remedial education, and GED teachers and instructors	190	310	67%

Editor: Sharyn Yanoshak ■ Phone: 702/253-6280 ■ Fax: 702/651-4538 ■ E-mail: [saylv@cox.net](mailto:saylv@cox.net)  
College of Southern Nevada, 3200 E. Cheyenne Ave. – K1B, North Las Vegas, Nevada 89030

Back issues archived at: <http://www.literacynet.org/nvadulthood/newsletters.html>

Direct address changes to: [marlana.lozano@csn.edu](mailto:marlana.lozano@csn.edu) Phone: 702/651-4974 Fax: 702/651-4538

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## New resources for ESL teachers

### Online coursework

Pearson Longman's new [Teacher Development Interactive](#) provides teacher development and training through a series of online modules which combine text, video (lectures and classroom demos), audio, PowerPoint, asynchronous discussion, interactive activities, and quizzes.

There are four modules currently available — fundamentals of English language teaching, reading, listening, and speaking — for less than \$100 each. Each module is hosted by a well-known expert in the field and follows the same pattern of instruction, with five lessons each for a total of 20-25 hours of content.

Lynda Carrasquel, an experienced ESL instructor at WNC, reviewed the listening course and gave it an A-plus. "Although I've taught ESL to adults for many years, I knew I needed more information on how to teach listening. But I didn't realize how much I didn't know until I took this course. It was so thorough! I learned every aspect of why teaching listening is important and several methods for teaching various listening tasks. I can implement what I learned immediately in my classroom.

"An added bonus is that I already plan to use much of what I learned for teaching the other three language skills!"

Lynda also noted the course is appropriate for teachers of all levels, because suggestions were given throughout the course on how tasks could be applied to beginning, intermediate, and advanced levels.

### Multilevel workroom

The California Adult Literacy Professional Development Project (CALPRO) recently unveiled a new, free resource for multilevel ESL teachers. Housed on CALPRO's Web site ([www.calpro-online.org/](http://www.calpro-online.org/)), the [Virtual Workroom for Multilevel ESL Instructors](#) features a wide range of research-based professional development resources such as podcasts, activities, and articles. The resources address five key challenges of multilevel ESL instruction: needs assessment, lesson planning, group work, materials, and evaluation.